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ABSTRACT

Combining the theoretical with the practical, this book discusses what whole language is and how it can be used in the high school and college classroom. The book suggests that whole language is not grade specific, but rather a philosophy that can help teachers at any level formulate a perspective about teaching and learning based on current research. Chapters in the book are: (1) A Transactional Philosophy of Learning; (2) The Reading/Writing Workshop; (3) More Than Great Books: Reader Response in a Whole Language Literature Class; (4) The Place of Oral Language: Questioning and Conferencing in the Whole Language Classroom; (5) Reading and Writing to Learn: An Integrated Language Approach; (6) What about Grading? Assessment and Evaluation in Whole Language Classrooms; (7) Whole Language for "At-Risk" Students; (8) Program versus Philosophy: Technology in the Context of a Whole Language Philosophy; and (9) Whole Language--A Political Issue. A list of 42 works of contemporary literature that can be used in the classroom are cited in the book. Contains 168 references. (RS)

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